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ABSTRACT

The 74 studies cited in this selected, annotated bibliography represent major areas of research which may be useful to linguists. Structures Elicitation Techniques (SET) is a term used in contrast to naturalistic observational technique, and the methods referred to in the annotations as SETs are diverse but have in common the elicitation of language behavior. The emphasis reflected in the annotations is on the possibility of exploiting these methods for the research of the dialect characteristics activity. Two appendixes provide information on the method employed in each study and the ages and ethnicity of the participants. (JM)

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AN ANNOTATED BIBLIOGRAPHY OF STRUCTURED ELICITATION TECHNIQUES

Robert Berdan

ABSTRACT

Annotated reference of 74 studies from several disciplines employing structured techniques for the elicitation of language data. Appendices categorize the studies by methods employed and by age and ethnicity of participants.

AN ANNOTATED BIBLIOGRAPHY OF STRUCTURED ELICITATION TECHNIQUES

Robert Berdan

INTRODUCTION

The term Structured Elicitation Technique derives from a paper by Legum (1971, Appendix 2). The term is used in contrast to naturalistic observational techniques (Pfaff, 1971), the unobtrusive recording of casual conversation (Legum et al. 1971).

The methods referred to here as SETs are diverse but have in common the elicitation of language behavior. They have been employed by linguists, psycholinguists, sociolinguists, psychologists, sociologists, and anthropologists. For many of these disciplines the methods have been a means to some other end. The present emphasis, as reflected in the annotations, is on the possibility of exploiting these methods for the research of the Dialect Characteristics Activity.

Studies utilizing the nine methods listed below are included in this paper.[1]

1. Acceptability judgment.
2. Comprehension.
3. Convergent communication.
4. Operation task.
5. Paraphrase.
6. Repetition.
7. Story retelling.
8. Story telling
9. Subjective reaction.

There is considerable variation of terminology, both within and between disciplines. Some standardization of terms have been introduced here to obtain greater consistency.

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[1]Legum (1971) also listed recognition tests, linguistic insecurity measurements, reading tests and spelling tests as SETs. These methods have not been included in this paper.

Chomsky (1965) notwithstanding, acceptability judgment is used for assessments of both acceptability and grammaticality since it is often not possible to determine which is being considered and the distinction he makes is not universally accepted.

The term convergent communication is introduced by Garvey and Baldwin (1970, 23)[2] for a two-person problem solving task in which the subjects cannot communicate with each other visually.

Quirk and Svartvik (1966, 61) use the term operation task for a task in which the subject is required to repeat a stimulus sentence, making some change in it. As used here it would include things called pattern drills or transformational exercises.

The term repetition includes tasks which language acquisition people call imitation, the psychologists call recall, and linguists call memory tests.

Subjective reaction includes Labov's (1966, 42) earlier subjective evaluation and Lambert's evaluational reaction.

The control of style might be considered an SET but it seems quite different than the methodologies included here. Each SET inevitably influences the style of the data elicited and the problem seems to warrant more detailed consideration than is possible here.

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[2]Numbers following reference dates refer to studies annotated in the body of the paper. Bibliographic information for other references is given at the end of the paper.

This bibliography is representative rather than exhaustive, since the literature of the disciplines involved is massive. The studies cited represent major areas of research which may be of use to linguists. The papers annotated are exclusively reports of research; theoretical and polemical papers have been excluded. Papers that rehearse chapters of dissertations have been excluded when the dissertations themselves are included. Anthology articles have been omitted when they appear to be reworkings of previously reported research. Large studies, particularily the urban dialect projects, that employ several techniques of data collection are reviewed only with respect to their use of SETs.

The first appendix gives an index of the entries by method employed and lists the ages of the participants. The second appendix lists the studies according to the ethnicity of participants.

ANNOTATIONS

1. Anderson, Edmund A. A grammatical overview of Baltimore non-standard Negro English. 1970, Johns Hopkins University: Center for the Study of Social Organization of Schools, Baltimore, Md.

A large corpus was collected by interviewing Black 10-12 year olds, having them play a role-taking game (Stoll & McFarlane, 1969), and having them tell stories about favorite television shows and instructions for playing games. The paper is chiefly a tagmemic analysis of the corpus. It includes considerable detail and many examples. An appendix tabulates some variation thought to be a pedagogical relevance.

2. Anisfeld, Elizabeth., & Lambert, Wallace E. Evaluational reactions of bilingual and monolingual children to spoken languages. *Journal of Abnormal and Social Psychology*, 1964, 69, 89-97.

French-English bilingual ten-year olds read passages from "Little Red Riding Hood" in both French and English. They were evaluated on fifteen bipolar scales by monolingual French and bilingual French English ten-year olds. Monolinguals rated English guises much higher than French; ratings by bilinguals were not significantly different for French and English.

3. Anisfeld, Mose; Bogo, Norman; & Lambert, Wallace E. Evaluational reactions to accented English speech. *Journal of Abnormal and Social Psychology*, 1962, 65, 223-231.

An evaluation of Jewish speakers using an English and a Jewish-English guise. Jewish college students rated English guises higher on leadership, height, and good looks, but the Jewish-English guises higher on sense of humor, entertainingness, and kindness. Gentile raters did not rate the Jewish guises higher on any scale than they rated the English guises. The methodology is essentially a replication of Lambert, et al. (1960, 45).

4. Baldwin, Thelma, & Garvey, Catherine. Studies in convergent communication: II: A measure of communication accuracy. Report No. 91, 1970, Johns Hopkins University: Center for the Study of Social Organization of Schools, Baltimore, Md.

The second part of a three-part report (Garvey & Baldwin, 1970,23; 1971,24). This section contains an explanation of the procedures used in administering the tasks, and appendices of the stimulus materials. There is a discussion of the factors leading to accuracy in the tasks. There was considerable consistency of accuracy between tasks. Accuracy increased with increased IQ.

5. Baldwin, Thelma L.; McFarlane, Paul T.; & Garvey, Catherine J. Children's communication accuracy related to race and socioeconomic status. 1970, Johns Hopkins University: Center for the Study of Social Organization of Schools, Baltimore, Md. Also in: *Child Development*, 1971, 42(2), 345-357.

The Baldwin & Garvey (1970, 4) data is analyzed for the accuracy with which child subjects performed the convergent communications tasks. As predicted, middle class dyads were more accurate than lower class dyads. White dyads were more accurate than Black dyads but the differences were not as great. These relationships did not change when compensation for IQ was made.

6. Baratz, Joan C. Teaching reading in an urban Negro school system. In Baratz, Joan & Shuy, Roger (eds.) *Teaching Black children to read.* Washington, D.C.: Center for Applied Linguistics, 1969, 92-116.

A Bi-dialectal task for determining language proficiency in economically disadvantaged Negro children. *Child development*, 1969, 40, 889-901.

Black and White third and fifth graders repeated Standard English and nonstandard Black English sentences. Blacks repeated nonstandard sentences much better than Whites. Whites were superior with standard sentences. Analysis of errors showed that most of them resulted from translating to the other code.

7. Baratz, Joan, & Povich, Edna. Grammatical Constructions in the language of the Negro preschool child. 1967, paper presented to the American Speech and Hearing Association.

Black five-year olds were asked to tell stories based on CAT pictures and black and white photographs which had previously been taken in their classrooms. The data are analyzed according to Lee (1966) sentence types and compared with the findings of Menyuk (1964) for White kinder-

garteners. Most of the sentence types found by Menyuk were used by at least some of these subjects. Most of the instances of what Menyuk had classified as restricted forms are analyzed as characteric of adult Black English, not of syntactic underdevelopment of the subjects.

8. Berko, Jean. The child's learning of English morphology. *Word*, 1958, 14, 150-177.

The classic wug study of the acquisition of English inflectional and derivational morphology by children aged four through seven. Both English and nonsense words were given in sentences with accompanying pictures. Responses from adults were compared to determine correct responses. All the children were able to perform the task and no sex differences were noted. Performance on about half of the test items improved with age. The study concludes that children definitely have rules for morphology and do not learn by rote repetition.

9. Blank Marion, & Frank, Sheldon M. Story recall in kindergarten children: effect of method of presentation on psycholinguistic performance. *Child Development*, 1971, 42, 299-312.

A study of the effect of allowing children to repeat each sentence of a story as it is given to them before they are asked to retell the entire story as a unit. The subjects were divided into groups matched for IQ. Each group had Black, Anglo, and Puerto Rican Children. There is no evaluation of the results by ethnicity of the children. Children who were allowed to repeat each individual sentence retold more of the story than did the others. Linguistic significance of the study is confounded by a notion of complexity which sums the number of singulary and and generalized transformations in each sentence. This notion is also

responsible for the claim that children recalled more of the beginning and end of the story than of the middle.

10. Buck, Joyce F. The Effects of Negro and White dialectial variations upon attitudes of college students. *Speech Monographs*, 1968, 35(2), 181-186.

Discusses phonetic variation among White and Black, standard and nonstandard dialects in New York City, but none of these differences is actually analyzed in the study. Twenty-five college girls rated speakers of these dialects reading from "Alice in Wonderland" on a semantic differential. No difference was found between White and Black 'standard' speakers, but there were significant differences between standard and nonstandard. In a dialect identification task, most subjects rated Black standard as White, but successfully discriminated between Black and White nonstandard.

11. Carroll, John B. Process and content in psycholinguistics. In Patton, R.A. (ed.), *Current trends in the description and analysis of behavior*. Pittsburgh: University of Pittsburg Press, 1958, 175-200.

The original experiment using a two-person communication task with subjects separated by a screen to prevent visual contact. Graduate students manipulated objects and directed their partners to do so according to written instructions. Carroll notes which instructions elicited *yes/no* questions and which elicited *Wh-questions*.

12. Carrow, Elizabeth. Comprehension of English and Spanish by preschool Mexican-American children. *Modern Language Journal*, 1971, 55(5), 299-306.

Low-income Mexican-American children were tested for comprehension of Spanish and English vocabulary, morphology, and syntax by ability to

identify pictures corresponding to sentences in each of the two languages. Performance in both languages increased with age. At all ages performance in English was better than performance in Spanish. In general, scores were lower than for an English-speaking control group.

13. Cherry-Peisach, Estelle, Children's comprehension of teacher and peer speech. *Child Development*, 1965, 36, 467-480.

A Cloze test made up of teachers' speech and children's speech was given to lower and middle class Black and White first and fifth graders. For first graders the test was read to each subject with the last word of each sentences deleted. For one group of fifth graders the test was taped with every fifth word deleted; the other group of fifth graders was given a written form of the test. Performance correlated positively with IQ. Performance was better on the written form of the test than on the auditory forms. There was little difference between the performance of Black and White students on the paragraphs of teachers' speech. Both Black and White students were more successful in replacing the deleted portions of the speech of Black children than of White children. The study concludes that the Cloze technique requires refinement before it can be used as an accurate measure of comprehension.

14. Chomsky, Carol. *The Acquisition of syntax in children from 5 to 10.* Research Monograph no. 57. Cambridge, Mass.: M.I.T. Press, 1969.

A set of four ingenious experiments to test comprehension of complex sentences by kindergarten through fourth grade children. Three tests required the child to know the referent of a deleted noun phrase; the fourth, to understand restrictions on the identity of English noun

phrases. The youngest children were not successful in any of the tasks. Older children did better on all tests, but only with the last test was there significant correlation with age.

15. Davy, Derek, & Quirk, Randolph. An acceptability experiment with spoken output. *Journal of Linguistics*, 1969, 5, 109-120.

A replication of Quirk & Svartvik (1966, 61) using spoken rather than written responses from subjects. Acceptability judgments of the normalness of test sentences corresponded in general with the earlier written responses; so to a lesser extend did the performance on the operation test. Hesitation times were computed but no generalizations were drawn from them.

16. Downey, Ronald, & Hakes, David. Some psychological effects of violating linguistic rules. *Journal of verbal learning and verbal behavior*, 1968, 7, 158-161.

Undergraduates rated the relative acceptability of sentences violating different kinds of rules. It was found that there was a significant decrease in the acceptability of normal sentences, sentences violation sub-categorization features, and sentences violating phrase structure rules. In a repetition task, normal sentences were recalled better than deviant sentences, but the effect of different types of rule violation was not as marked. An attempt to have subjects paraphrase the sentences did not yield interesting results.

17. Duncan, Caroline. Dominguez Hills dialect studies report. 1970. Unpublished paper, California State College, Dominguez Hills.

A replication of the Labov, et al. (1968, 43) subjective reaction test with both Black and White college freshmen as subjects. The

results are roughly comparable to those of Labov. Some attempt is made to compare these data with data from interviews and written data from the same subjects.

18. Elliott, Dale; Legum, Stanley; & Thompson, Sandra Annear. Syntactic variation as linguistic data. In Binnich, Robert et al. (eds.) *Papers from the fifth regional meeting of the Chicago linguistic society*. Chicago: University of Chicago, Department of linguistics, 1969, 52-59.

Adult subjects, mostly linguists, were asked to make judgments on a four point scale of acceptability of pronoun deletions in oblique relative clauses and do-so constructions. The responses were found to produce implicational scales of acceptability.

19. Fasold, Ralph W. Tense and the form be in Black English. *Language*. 1969, 45, 763-776.

Fasold discusses sources of evidence for occurance of invariant be, stating that speaker judgments cannot be used independently, but that tape-recorded running text is a reliable, if cumbersome source. He cites a verb phrase operation task used with Black English speakers aged ten and older, which separated instances of be which were deletions of would or will from others where that analysis is not possible. He suggests that these are due to the absence of tense in the sentence.

20. Fischer, John L. Social influences in the choice of a linguistic variant. *Word*, 1958, 14, 47-56.

Fischer compared the use of -ing/-in by children aged 3-10 in TAT tests, informal interviews, and answers to a formal questionnaire. He found that the use of -in decreased as the TAT test proceeded. There was also significantly greater use of -ing with the increase in the formality of the interview.

21. Fraser, Colin; Bellugi, Ursula; & Brown, Roger. Control of grammar in imitation, comprehension, and production. *Journal of Verbal Learning and Verbal Behavior*. 1963. 2, 121-135.

Children aged 37-43 months were asked to perform three tasks with sentences containing ten different grammatical and morphological constructions. For the comprehension test, the child was asked to point to one of two pictures for which the test sentence was true. For the repetition test, he repeated what was said by the experimenter. For the production test he was asked to name the pictures. As predicted, scores were highest for the repetition task, and higher for the comprehension task than for the production task. There was a slight correlation with age. The authors conclude that it is false that comprehension precedes production, if one accepts repetition as production.

22. Frentz, Thomas S. Children's comprehension of standard and Negro nonstandard English sentences. *Speech Monographs*, 1971, 38(1), 10-16.

A report of dissertation research studying the comprehension of Standard English and Nonstandard Negro English sentences by Black and White third grade children. The present tense singular/plural morphemes were studied. Subjects were asked to point to one of two pictures which corectly represented the action of the sentence. There was no significant difference, either in accuracy or in latency, between stimulus dialect and the native dialect of the subjects. No attempt was made to control for number of the verb independently from the singular/plural noun subject. (Fraser, Bellugi, & Brown, 1963, 21).

23. Garvey, Catherine, & Baldwin, Thelma. Studies in convergent communication: I: Analysis of verbal interaction. Report No. 88, 1970. Johns Hopkins University: Center for Study of Social Organization of Schools, Baltimore, Md.

The first of a three-part report (Baldwin & Garvey, 1970, 4; Garvey & Baldwin, 1971, 24) of a convergent communication task using the Carroll (1958, 11) configuration. The subjects were 48 dyads of children (Black and White, lower and middle SES and 24 dyads of adults (Black and White student teachers). Members of each dyad were matched for race, SES, and sex. The first task called for one subject to determine which picture out of a set of similar pictures was held by the other subject. The second task required the construction of a model of a molecule which matched a completed model given to one subject. The third task required one subject to instruct the other subject to follow a path on a map. This section of the report mainly develops a taxonomy of discourse with examples taken from the protocols. A major appendix gives instructions for a coder to apply this taxonomy to the data.

24. Garvey, Catherine, & Baldwin, Thelma. Studies in convergent communication: III: Comparisons of child and adult performance. Report No. 94, 1971. Johns Hopkins University: Center for Social Organization of Schools, Baltimore, Md.

Final section of a three-part report (Garvey & Baldwin, 1970, 24; Baldwin & Garvey, 1970, 4). A statistical study of the exemplars of the taxonomy developed in the first part of the report. Performance of the children is contrasted with that of the adults. None of the defined structures of communication is shown to correlate with the accuracy of children's performance.

25. Garvey, Catherine, & Dickstein, Ellen. Levels of analysis and social class differences in language. Report No. 83, 1970. Johns Hopkins University: Center for Social Organizations of Schools, Baltimore, Md.

An analysis of the usage of have and got as main verb in the protocols of Garvey & Baldwin (1970, 23). Got was used significantly more often by lower SES subjects; race was not significant. Questions in which the Auxiliary was deleted were discarded as "anomalous." The remaining instances of nonstandard negation and lack of number agreement were found to be significantly greater for lower SES than upper SES; for Black subjects than for White subjects; and for males than for females. Reporting is only in terms of statistical significance; no figures are given on specific usages.

26. Garvey, Catherine, & McFarlane, Paul. A preliminary study of standard English speech patterns in the Baltimore City Public Schools. Report No 16, 1968. Johns Hopkins University: Center for the Social Organization of Schools, Baltimore Md.

Garvey, Catherine J., & McFarlane, Paul T. A measure of standard English proficiency in inner-city children. *American Educational Research Journal*, 1970, 7, 29-40.

The 1970 published version contains statistical analysis not in the preliminary version, but lacks appendices of stimuli sentences and data. Black and White 9 to 12 year-olds were given a recorded sentence repetition task of 60 sentences representing fifteen different structures. All the stimuli are standard English. Neither length of the sentences nor their position in the task was significant. Blacks changed significantly more of each critical structure than did Whites, except reflexive and demonstrative pronouns. These two structures were not used differently by the two groups in free conversation. Scores did not correlate with

with reading and intelligence scores for Black subjects, but correlation increased with increased performance in Standard English.

27. Gleitman, Lila R., & Gleitman, Henry. *Phrase and paraphrase: Some innovative uses of language.* New York: W. W. Norton & Co., 1970.

Two experiments were conducted of the ability of adults to paraphrase three-word nominal compounds. In the first experiment the subjects were asked to construct their own paraphrase; in the second they were asked to choose between two alternatives. Education of the subject was a major factor in responses; those with less education made more errors and different errors than subjects with more education.

28. Glucksberg, Sam; Krauss, Robert M., & Weisberg, Robert. Referential communication in nursery school children; method and preliminary finding. *Journal of Experimental child psychology.* 1966, 3, 333-342.

An adaptation of the Krauss & Weinheimer (1964, 40; 1966, 41) novel forms for a Carroll (1958, 11) two-person communication task with young children as subjects. Children aged 33-49 months were unable to perform even using animal pictures and without a screen between them. Children aged 52-63 months succeeded with animal pictures but could not arrange the novel graphic forms in order. When one adult acted as the speaker and used adult protocols, children aged 46-63 months could perform as listeners. In a third experiment children aged 47-59 months named the novel forms for the experimenter. When given those names later they were able to correctly identify the forms.

29. Graves, Michael F., & Schneider, Robert. Production of English Noun Plurals by bilingual Mexican-American children. No date. unpublished manuscript, Stanford University.

A Berko (1958, 8) type study of acquisition of plurals by 1st-3rd grade students. Scores were somewhat lower than a monolingual control group, but that may have been due to social class difference. There were no instances of a Spanish plural for an English noun.

30. Greenbaum, Sidney & Quirk, Randolph. *Elicitation experiments in English, Linguistic studies in use and attitude.* London: Longmans, 1970. (Also, Miami Linguistic Series No. 10. University of Miami Press.)

An expansion of techniques developed in Quirk & Svartvik, (1968, 71) and Greenbaum's (1969) work on adverbs, for eliciting transforms and judgments of normalness of fifty sentences. Extensive data and consideration of methodological problems but little linguistic analysis.

31. Harms, Leroy Stanley. Social judgments of status cues in language. Unpublished Ph. D. Dissertation, Ohio State University, 1959.

Adult speakers of high, middle, and low status were judged on six scales of occupation, education, location of residence, and credibility. The length of each recorded stimulus was between 2 and 3 minutes. Listeners in all three groups assigned the speakers to their objectively determined status classes. High status speakers were most credible for all listeners. A Cloze test was used to measure comprehension. The best scores for each class of speakers were those of the listeners of comparable status. Major defects of design are discussed in Krauss & Rotter (1968, 39).

32. Hayhurst, Hazel. Some errors of young children in producing passive sentences. *Journal of Verbal Learning and Verbal Behavior,* 1967, 6, 643-639.

A study of the relative difficulty of passives, negatives, and negtive passives for subjects 5, 6, and 9 years old. Subjects were shown

a picture, asked to repeat a sentence describing it. After using this procedure with two pictures, they were asked to construct similar sentences about four more pictures. There was a significant increase in performance on all sentence types with increase in age. Most of the errors resulted from describing the pictures with an active sentence model.

33. Henrie, Samuel N. A study of verb phrases used by five-year old nonstandard Negro English speaking children. Unpublished Ph.D. dissertation, University of California, Berkeley, 1969.

A dissertation study of verb phrases used by five five-year old (three NNE, two SE) children. The children were taught SE stories ranging in length from five to fifteen sentences, each sentence cued by a picture. One-third of the NNE speakers' sentences used in retelling the stories differed from SE. Less than four percent of those used by the SE speakers did so. NNE sentences are analyzed by a complex of semantic features of the verb phrase. All subjects were able to repeat all SE forms.

34. Heringer, James T. Research on Quantifier-Negative idiolects, in: *Papers from the Sixth Regional Meeting Chicago Linguistic Society*, Chicago: Chicago Linguistics Society, 1970, pp.287-296.

Sentences containing the quantifier all and negation were submitted to linguists and beginning linguistics students for acceptability judgments. The methodology was that of Elliott, et al. (1969, 18). Because of the ambiguous nature of the sentences when written, contexts were supplied for the desired reading. Unlike the earlier study, the results did not fall into clear categories, nor did they scale. The judgments were also quite different from dialects described by Carden (1970) for similar data.

35. Hill, Archibald A. Grammaticality. *Word*, 1961, 17, 1-10.

A polemic against the Chomsky (1957) notion of grammaticality. Ten sentences from Syntactic Structures were presented to "the boys in the office," a heterogenous group of ten linguists, secretaries, and students. A serious misunderstanding, both of the notion 'grammaticality' and of scientific method.

36. John, Vera P., & Berney, Tomi D. Analysis of story retelling as a measure of the effects of ethnic content in stories. 1967, Unpublished paper, Yeshiva University.

Different versions of a story were prepared, each having appropriate ethnic content for Black, Mexican-American, Puerto Rican and American Indian Headstart children. The story was divided into ten sections, each accompanied by a picture and each section was from one to fifteen sentences long. No linguistic analysis was done. Stories were retold in from ten to eighty phrases. The stories retold by Navajo-speaking children were shorter than the others. Puerto Rican children tended to use both English and Spanish although only English was used in presenting the story.

37. Krauss, Robert M., & Glucksberg, Sam. The development of communication: competence as a function of age. *Child Development*. 1969(a), 40, 255-266.

A replication of Glucksberg, et al. (1966, 28), using kindergarten, first, third, and fifth grade subjects. The older subjects showed greater improvement across trials than did the younger subjects, with virtually no change for kindergarten children. In a second experiment the names used by the children for the graphic designs were given to adults who were asked to match them with the designs. Accuracy of the adults increased with the age of the child who assigned the names. This

happened despite the fact that there was not a similar increase in accuracy on the first experiment corresponding with increase in age.

38. Krauss, Robert M., & Glucksberg, Sam. Some characteristics of children's messages. Paper given at the meeting of the Society for Research in Child Development at Santa Monica, Calif., April, 1969(b).

The Glucksberg, et al. (1966, 28) design was used with kindergarten, fifth, and eight grade speakers orthogonally matched with kindergarten, fifth, and eight grade listeners. Performance of kindergarten listeners improved markedly when matched with fifth, and particularily eight grade speakers. This is attributed to the fact that eight grade speakers have more "communality" in their descriptions, i.e., the descriptions were used by more than one person.

39. Krauss, Robert M., & Rotter, George S. Communication abilities of children as a function of status & age. *Merrill-Palmer Quarterly*, 1968, 14, 161-173.

The novel graphic designs used by Krauss and Weinheimer (1964, 40) were shown to seven and twelve-year old lower and middle class boys. Each was asked to name the designs. Boys of comparable age and status were then shown the designs and asked to identify each of them by the names which had been elicited. Contrary to predictions, lower-class speakers were less well understood by lower class listeners than by middle class listeners.

40. Krauss, Robert M., & Weinheimer, Sam. Changes in the length of reference phrases as a function of social interaction: a preliminary study. *Psychonomic Science*, 1964, 1, 113-114.

A Carroll (1958, 11) design in which dyads of undergraduate subjects were instructed to match sets of cards, each card having six novel

graphic designs in different configurations. Sixteen trials of six cards each were performed. Reference phrases used to name the designs shortened with successive trials.

41. Krauss, Robert M.; & Weinheimer, Sam. Concurrent feedback, confirmation and the encoding of referents in verbal communication. *Journal of Personality and Social Psychology*, 1966, 4, 343-346.

Adult subjects performed the Krauss & Weinheimer (1964,40) convergent communication task. Half of the subjects received concurrent feedback from their listeners; the other half did not. Half of each of these groups were told that they performed correctly on all 16 trials. The other half were told that they were correct on only half of the trials. Both feedback and confirmation of correctness had a significant effect in shortening the reference phrase used to name the geometric figures.

42. Labov, William. *The social stratification of English in New York City*. Washington, D. C.: Center for Applied Linguistics, 1966.

The classic study of social variation of speech. Labov gives an elaborate analysis of variation by age, social class and formality of context. A subjective reaction test was given to most of the informants. The stimuli are controlled for the presence or absence of prestige realizations of phonological variables. Ratings on a job scale are tabulated by age and SES of the subjects.

43. Labov, William; Cohen, P.: Robins, C.: & Lewis, J. A study of the non-standard English of Negro and Puerto Rican speakers in New York City. Final Report, Cooperative Research Project 3288 2 Vols. 1968. Washington, D.C.: Office of Education.

A massive study of non-standard English including extensive group interviews and some structured tests. Adolescent Black subjects were given a sentence repetition task. Stimuli included both standard and

non-standard sentences. Motivation was increased by paying nickles for correct repetition. A subjective reaction test was prepared by having subjects with considerable control of phonological variation repeat sentences several times until the desired forms were produced. The test was then given to both adult and adolescent subjects. Ratings were given on job, friendship, and fighting ability scales. Use of non-standard forms led to lower ratings on the job scale but higher ratings for fighting ability, and with lower class listeners, friendship.

44. Lambert, Wallace E.; Frankel, Hannah; & Tucker, Richard G. Judging personality through speech: A French-Canadian example. *Journal of Communication*, 1966, 16(4), 305-321.

French-Canadian monolingual and bilingual girls aged 10 to 16 were studied to find the onset of the unfavorable reactions to Canadian French noted in Anisfeld & Lambert (1964, 2). The stimulus tape was made by two bilingual girls and four adults, each using an English and a French guise. The pro-English bias was not very strong for public school girls; some French guises were viewed more favorably by the older girls. Private school girls rated English guises much higher than French guises, starting at about age twelve, and continuing with the older subjects.

45. Lambert, Wallace; Hodgson, R. G.; Gardner, R. C.; & Fillenbaum, S. Evaluational reactions to spoken languages. *Journal of Abnormal and Social Psychology*, 1960, 60, 44-51.

Tapes of French-English bilinguals reading in both French and English were submitted to French and to English speaking college students. Both French and English students evaluated the English guises more highly than the French on 14 scales, mostly character and personality traits. The French students also evaluated the French guises lower than did the English students. Parisian French was rated somewhat higher than was Canadian French.

46. Lane, Harlan, et al. The perception of General American English by speakers of southern dialects. 1967, Unpublished paper, University of michigan, Ann Arbor, (ERIC ED 016 974).

Two groups of Alabama college freshmen, one Black, one White, listened to tapes of two speakers of "General American English." White students did significantly better than Black students in transcribing a list of monosyllabic words and in using the words in sentences. Much of the difference, however, was due to very low scores by some of the Black students. There is a very brief phonemic analysis of some of the errors.

47. Langendoen, D. Terence. *Essentials of English grammar*, New York: Holt, Rinehart & Winston, Inc., 1970.

Chapter 2 of this text book describes a tag question operation task in which junior high and high school teachers gave tag questions for 91 statements. Both stimuli and responses were written. The task is presented as a game, "The Walrus and the Alligator." The Walrus gives the sentences, and the Alligator supplies the tag questions. The sentences were constructed to reveal number, person, and gender agreement, as well as negation and auxiliary. Responses were tabulated and discussed briefly. In only ten of the sentences was there complete unanimity of responses.

48. Lehiste, Ilse. Grammatical variability and the difference between native and non-native speakers. Working Papers in Linguistics, No. 4, Technical Report 70-26, 1970, Computer and Information Science Research Center, Ohio State University, 85-94.

A replication of Langendoen (1970, 47) using Estonian-English bilinguals. "Diviant Responses" to a tag question operation task were defined as anything not given by Langendoen's native speakers. The study failed to confirm the hypothesis that most of the deviations would come

from the older bilinguals (age range: 17-51). It concludes that variability among native speaker replies is so great and that there is so much similarity between native and non-native speakers that the appeal to native-speaker intuition is in question. There is no statistical analysis.

49. Livant, William H. Productive grammatical operations: I: the noun compounding of 5 year olds. *Language learning*. 1961, 12, 15-26.

Nursery school children were taught to form nominal compounds in response to the question "What do you call a _____?" After a warmup in which answers were given, the children responded satisfactorily without the use of pictures or any other cues. They could not handle compounds in which both parts were nonsense words or in which the second member of the compound was a nonsense word. Only a few of the children could form three-word compounds. The children were also asked to analyze compounds used in Berko (1958, 8).

50. Lovell, K.; & Dixon, M. The growth of the control of grammar in imitation, comprehension, and production. *Journal of Child psychology and psychiatry*, 1967, 8, 31-39.

A replication of Fraser, et al. (1963, 21) with minor modifications. The repetition, comprehension and production tests were given to one-hundred normal nursery school children aged from two to six, and 80 six and seven year olds with low I.Q. from special schools. For every child tested, scores ranked repetition higher than comprehension and comprehension higher than production. Further, the rank order of difficulty of tasks is highly consistant across alternate versions of the test, across ages, and across both normal and special school children.

51. Maclay, Howard; & Newman, Stanley. Two variables affecting the message in communication. In: Wilner, Dorothy, (ed.) *Decisions, values and groups*, 1, New York: Pergamon Press, 1960, 218-288.

A Carroll (1958, 11) configuration in which the listener (one of the experimenters) is given either a set of homogeneous or a set of heterogeneous pictures. The speaker describes a single picture to the hearer but receives no response. Following each trial the speaker is told that the hearer made the correct choice, or wrong choice, or is told nothing at all. Homogeneous pictures produced longer (morpheme count) descriptions. Heterogeneous resulted in a higher type/token ration. Negative feedback tended to increase the length of each successive trial.

52. Maclay, Howard, & Sleator, Mary D. Responses to language: judgments of grammaticalness. *International Journal of American Linguistics*, 1960, 26, 275-282.

Undergraduates were asked to make three separate judgments about test sentences: are the sentences grammatical, are they meaningful are they ordinary. These judgments were found to be largely independent of each other. As a composite, the three judgments provided a means of ranking sentences, conformingly largely to the hypotheses of the authors.

53. Markel, Norman N.; Eisler, Richard M.; & Reese, Hayne W. Judging personality from dialect. *Journal of Verbal learning and Verbal Behavior*, 1967, 6, 33-35.

Female undergraduates from Buffalo, New York, evaluated a tape of speakers from Buffalo and New York City. There is no linguistic evaluation of the dialects used by the speakers. The city of the speaker is a significant factor in the reaction to his speech. Neither the scales used nor the direction of the difference is reported.

54. Menyuk, Paula. A preliminary evaluation of grammatical capacity in children. *Journal of Verbal Learning and Verbal Behavior*. 1963, 2, 429-439.

Nursery school and kindergarten subjects were asked to repeat sentences containing Chomsky (1957) transformations and sentences from a child language corpus containing developmental errors. Corrections and omissions are evaluated. Younger children corrected more of the deviant sentences in spite of the fact that they also produced more of the same deviances than did the older children. There was no correlation between repetition and sentence length. Two older children (aged seven and eight) and an adult were asked to correct the deviant sentences. The adult corrected all of them and the children all but three.

55. Menyuk, Paula. *Sentences children use.* Research Monograph No. 52, Cambridge, Mass.: M.I.T. Press, 1969.

Chapter four contains a detailed linguistic analysis of the data resulting from the experiment described in Menyuk (1963, 54), and another experiment in which the children performed a similar repetition task. In the latter experiment the children were also asked to correct those sentences in the repetition task which did not conform to adult English. The younger nursery school children could not make overt corrections. The older nursery school children (5 years, 4 months and older) and the kindergarten children could perform the task, but their responses are not discussed in detail.

56. Miller, George A., & Isard, Stephen. Some perceptual consequences of linguistics rules. *Journal of Verbal learning and Verbal Behavior,* 1963, 2, 217-228.

A test of the effect of white noise on the subjects' ability to shadow repeat grammatical, ungrammatical, and anomolous sentences. Grammatical sentences were more resistant to noise than the others. Contains no linguistic analysis.

57. Nurss, Joanne R., & Day, David E. Imitation, comprehension and production of grammatical structures. *Journal of Verbal Learning and Verbal Behavior.* 1971, 10(1), 68-74.

A replication of Fraser, Bellugi and Brown (1963, 21) using lower class Black and upper and lower class White four-year olds. Upper class Whites performed significantly better on all tasks than did the other two groups. Lower class Whites performed better on comprehension than did the Black children. In all cases the children performed better on the repetition and comprehension tasks than they did on the production task. Only the lower class Whites performed better on the repetition task than on the comprehension task. Alternate scoring to compensate for some non-standard dialect features resulted in no change in upper class White scores, but significantly increased scores of both lower class groups.

58. Odom, Richard D.; Liebert, Robert M.; & Hill, Jae H. The effect of modeling cues, reward, and attentional set on the production of grammatical and ungrammatical syntactic constructions. *Journal of Experimental Child Psychology,* 1968, 6, 131-140.

An experiment in which 2nd grade children were asked to create novel sentences based on model sentences containing prepositional phrases containing Prep+Art+N or the non-English order N+Art+Prep. Insignificant findings. In a second experiment subjects were asked to repeat sentences containing the above constructions. All of the subjects were able to repeat at least some of the non-English order sentences correctly. Most of the errors resulted from conversion to English order.

59. Osser, Harry; Wang, Marilyn; & Zaid, Farida. The young child's ability to imitate and comprehend speech; comparison of two subcultural groups. *Child development,* 1969, 4, 1063-1075.

A repetition task of 13 sentences representing different syntactic constructions was given to five-year old Black lower class and White middle class subjects. The stimuli were presented orally since subjects did not respond to recordings. All stimuli were in Standard English heavily weighted with morphemes often deleted in Black English. The subjects were also asked to show which of a set of three pictures best represented each sentence.

Error rate for Black children was far higher than that for White children, both in repetition and in comprehension. When compensation in scoring was made for dialect features, White children still performed better than did Black children.

60. Putnam, George N.; & O'Hern, Edna M. The status significance of an isolated urban dialect. *Language Dissertation No. 53*, 1955, 31(4).

The main part of the study is a taxonomic study of Black English phonology with some acoustical work, The stimulus tape for the subjective reaction test was made by twelve Black speakers retelling an Aesop's fable. The 70 listeners were mostly white; all were graduate students and teachers. Listeners ranked the speakers in the same status order that had been assigned objectively, with only two exceptions. A phonetic transcription of the stimulus material is included and some analysis.

61. Quirk, Randolph, & Svartvik, Jan. *Investigating linguistic acceptability*. The Hague: Mouton, 1966.

Adult subjects were asked to perform operations on sentences containing certain stigmatized constructions. Stimuli were taped and responses written. The sentences were also given as an acceptability

test, with responses on a three-point scale. Both the methodology and the results are reported in great detail. The linguistic generalizations, however, are few and a bit naive.

62. Savin, Harris, & Perchonock, Ellen. Grammatical structure and the immediate recall of English sentences. *Journal of Verbal Learning and Verbal Behavior.* 1965, 4, 348-353.

A test of psychological reality of Syntactic Structures transformations. Undergraduate subjects repeated sentences containing combinations of negative, passive, wh-question, and emphatic transformations. With the sentence, they were asked to recall a list of words. Number of words recalled was taken as a measure of the storage required for, and complexity of, the sentence. Lists given with kernel sentences were recalled better than those with any sentences containing transformations. Lists with sentences containing one transformation were recalled better than those containing two transformations.

63. Shriner, Thomas, & Miner, Lynn. Morphological structures in the language of disadvantaged and advantaged children. *Journal of Speech & Hearing Research,* 1968, 11, 605-610.

An adaptation of the Berko (1958, 8) methodology for testing competence in morphology with advantaged and disadvantaged children (no indication of ethnic background) aged three to five. Only nonsense words were used. No significant differences were found between the two groups.

64. Slobin, Dan I. Imitation and grammatical development in children. In Endler, N. S., et al. (eds.) *Contemporary issues in developmental psychology.* New York: Holt Rinehart & Winston, 1968(a), 437-443.

A historical perspective of the development of evidence against the imitation-based model of language acquisition. An analysis of the spontaneous repetitions by children of parents' expansions of children's telegraphic speech as shown in the Adam and Eva data.

65. Slobin, Dan I. Recall of full and truncated passive sentences in connected discourse. *Journal of Verbal Learning and Verbal Behavior*, 1968(b), 7, 876-881.

Subjects aged five and older retold stories containing four passive sentences. In each story the passives were either full (agent included) or truncated (agent deleted). Two-thirds of the truncated passives were retained in the retelling, but three-fourths of the full passives were changed in form. Full passives were recalled at approximately the same rate for each age group, but truncated passives were recalled better by the older groups than by the younger groups.

66. Slobin, Dan I.; & Welsh, Charles A. Elicited imitations as a research tool in developmental psycholinguistics. Working Paper No. 10, University of California, Berkeley, Language Behavior Research Lab., 1968.

A study based on 1000 utterances of one child between ages 2,3,and 2,5. The child was taught to repeat in particular contexts, what was said by an adult. She tended to impose a SVO order on sentences, changing relative clauses to conjoined sentences and supplying deleted subjects. She was capable of repeating sentences she could not produce spontaneously; other sentences that she produced spontaneously she could not repeat. She tended to ignore repetitions of words or converted them to stress.

67. Stolz, Walter S. Some experiments with queer sentences. *Language and Speech*, 1969, 12(4), 203-219.

A replication of Downey & Hakes (1968, 16), expanded to explore additional rules and the effect of truth or falsity on acceptability. Contradictory and contingently false sentences were less acceptable than sentences violating [+/-human] selectional restriction. A long-term memory task contradicted the findings of Downey & Hakes (1968, 16)

violations of selectional restrictions being recalled more easily than violation of sub-categorization features. In a short-term memory task results were similar to the acceptability judgment task and to Savin & Perchonoch (1965, 62) but not as distinct as that study.

68. Tucker, G. Richard, & Lambert, Wallace E. White and Negro listeners' reactions to various American-English dialects. *Social Forces*, 1969, 47, 463-468.

Another study in the Lambert tradition in which northern and southern Whites and southern Blacks gave subjective reactions to recorded readings (45 seconds long each) of "typical" speakers of six dialects. No linguistic information is given as the basis for this categorization. There were no significant differences in the ratings given by male and female judges. All groups rated "Network English" most highly on virtually all fifteen of the scales used. Black judges rated "Southern Educated White" speakers least favorably, while both groups of White judges rated "Southern Negro Students" least favorably.

69. Turner, Elizabeth, & Rommetveit, Ragnar. The acquisition of sentence voice and reversibility. *Child Development*, 1967(a), 38, 649-660.

Nursery school through third grade subjects were asked to repeat reversible and non-reversible passive and active sentences. Comprehension was checked by asking which of two related sentences correctly described a picture. Performance on both tasks improved with age. Performance on the repetition task was superior to performance on the comprehension task. With both tasks, and with all ages performance by sentence-type was best for non-reversible active and progressively less good for reversible active, non-reversible passive, and reversible passive. Got passive was used relatively frequently, especially by younger children.

70. Turner, Elizabeth A., & Rommetveit, Ragnar. Experimental manipulation of the production of active and passive voice in children. *Language and Speech*. 1967(b), 10, 160-180.

Two experiments with nursery school through third grade subjects. More passives were produced when the attention of the subjects was focused on the acted-upon object of a picture, than when focus was the actor. No passives were produced in response to the questions "What is the (actor) doing?" or "What is happening in the picture?" But the questions "What is being done to the (object)?" and "What is happening to the (object)?" elicited a large number of passives. Further, the latter question elicited significantly more got passives. The number of passives elicited increased with age, but the proportion of got passives decreased.

71. Turner, Elizabeth A., & Rommetveit, Ragnar. Focus of attention in recall of active and passive sentences. *Journal of Verbal Learning and Verbal Behavior*, 1968, 7, 543-548.

Nursery school through third grade children were given a repetition task with mixed sets of active and passive sentences. Pictures of either the agent or the object, or a blank card were given as cues with the sentences. Similar pictures (but no blank cards) were used at recall time. Pictures used at recall had a greater effect than those used when the sentences were presented. Actor pictures facilitated recall of active sentences and passives tended to be changed to corresponding active. Object pictures likewise facilitated recall of passives and active sentences tended to be recalled as passives. About one-third of passives were changed to got-passive, mostly with kindergarten children.

72. Von Raffler Engel, W., & Sigelman, C.K. Rhythm, narration, description in the speech of Black and White school children. *Language Sciences*, 1971, 18, 9-14.

Black and White 4th graders were asked to tell a story to a White interviewer. Analysis is based on Hunt (1965) T-units. Contrary to the experimenters' expectations the mean length of stories told by Blacks was 2 1/2 times that of stories told by Whites. The study relates more to narrative theme and form than to linguistic description or analysis.

73. Williams, Frederick. Psychological correlates of speech characteristics: on sounding "disadvantaged". *Journal of Speech and Hearing Research*, 1970, 13, 472-488.

Samples about 250 words long were taken from tapes of Black and White children collected by the Detroit Dialect Project. Subjective reactions on 22 scales were elicited from Black and White primary school teachers in Chicago. No attempt was made to control the realization of linguistic variables in the stimuli, but they were analyzed and some, such as pause length and th deviations were found to be predictors of status assessment.

74. Williams, Frederick; Whitehead, Jack; & Miller, Leslie. Ethnic sterotyping and judgments of children's speech. *Speech Monographs*, 1971, 38(3), 166-170.

Texas undergraduate education majors evaluated the language used by children on a videotape. The children were Black, Mexican-American, and Anglo. Half of the minority group children had a Standard English sound track dubbed in. The Standard English was viewed as less standard when matched with a Black or Mexican-American child than when used by an Anglo child. It was, however, rated less nonstandard than was the actual speech

of the minority group children. Ratings were on two composite scales of confidence-eagerness and ethnicity-non-standardness comparable to those used in Williams (1970, 73).

APPENDIX I

STRUCTURED ELICITATION TECHNIQUES

ACCEPTABILITY

#	Entry	Participants[1]
15	Davy & Quirk, 1969	adults
16	Downey & Hakes, 1968	adults
18	Elliott, Legum & Thompson, 1969	adults
30	Greenbaum & Quirk, 1970	adults
34	Heringer, 1970	adults
35	Hill, 1961	adults
52	Maclay & Sleator, 1960	adults
61	Quirk & Svartvik, 1966	adults
67	Stolz, 1969	adults

COMPREHENSION

12	Carrow, 1971	3-6 years
13	Cherry-Peisach, 1965	first, fifth grades
14	Chomsky, 1969	kindergarten-fourth grades
21	Fraser, Bellugi, & Brown, 1963	3-4 years
22	Frentz, 1971	third grade
37	Krauss & Rotter, 1968	7, 12 years
46	Lane, 1967	adult
50	Lovell & Dixon, 1967	2-7 years

[1]Numberals are used for years; school grades are written out.

#	Entry	Participants
57	Nurss & Day, 1971	4 years
59	Osser, Wang, & Zaid, 1969	5 years
69	Turner & Rommetveit, 1967a	nursery school-third grade
CONVERGENT COMMUNICATION		
4	Baldwin & Garvey, 1970	fifth grade, adults
5	Baldwin, McFarlane, & Garvey, 1970	fifth grade
11	Carroll, 1958	adults
23	Garvey & Baldwin, 1970	fifth grade, adults
24	Garvey & Baldwin, 1971	fifth grade, adults
25	Garvey & Dickstein, 1970	fifth grade
28	Glucksberg, Krauss, & Weisberg, 1966	3-5 years
37	Krauss & Glucksberg, 1969a	kindergarten, first, third, fifth grades
38	Krauss & Glucksberg, 1969b	kindergarten, fifth, eight grades
40	Krauss & Weinheimer, 1964	adults
41	Krauss & Weinheimer, 1964	adults
51	Maclay & Newman, 1960	adults
OPERATIONS		
8	Berko, 1958	4-7 years
15	Davy & Quirk, 1969	adults
19	Fasold, 1969	10-12, 16-19 years, adults
29	Graves & Schneider, n.d.	first-third grades
30	Greenbaum & Quirk, 1970	adults
47	Langendoen, 1970	adults

#	Entry	Participants
48	Lehiste, 1970	adults
55	Menyuk, 1969	nursery school, kindergarten
61	Quirk & Svartvik, 1966	adults
63	Shriner & Miner, 1968	3-5 years
PARAPHRASE		
27	Gleitman & Gleitman, 1970	adults
49	Livant, 1961	nursery school
REPETITION		
6	Baratz, 1969	third, fifth grades
21	Fraser, Bellugi & Brown, 1963	3-4 years
26	Garvey & McFarlane, 1968, 1970	9-12 years
32	Hayhurst, 1967	5, 6, 9 years
43	Labov, et al., 1968	9-19 years, adults
46	Lane, 1967	adults
50	Lovell & Dixon, 1967	2-7 years
54	Menyuk, 1963	nursery school, kindergarten
55	Menyuk, 1969	nursery school, kindergarten
56	Miller & Isard, 1963	adults
57	Nurss & Day, 1971	4 years
58	Odom, Liebert & Hill, 1968	second grade
59	Osser, Wang & Zaid, 1969	5 years
62	Savin & Perconock, 1965	adults
64	Slobin, 1968a	1 1/2-3 years
66	Slobin & Welsh, 1968	2 years

#	Entry	Participants
67	Stolz, 1969	adults
69	Turner & Rommetveit 1967a	nursery school-third grades
71	Turner & Rommetveit 1968b	nursery school-third grades
STORY RETELLING		
9	Blank & Frank, 1971	kindergarten
33	Henrie, 1969	5 years
36	John & Berney, 1967	nursery school
66	Slobin, 1968b	5-12, 20 years
STORY TELLING		
1	Anderson, 1970	10-12 years
7	Baratz & Povich, 1966	5 years
20	Fischer, 1958	3-10 years
72	VonRaffler Engel, & Sigelman, 1971	fourth grade
SUBJECTIVE REACTION		
2	Anisfeld & Lambert, 1964	10 years
3	Anisfeld, Bogo & Lambert, 1962	adults
10	Buck, 1968	adults
17	Duncan, 1970	adults
31	Harms, 1959	adults
42	Labov, 1966	8 years-adults
43	Labov, et al.,1968	9-19 years, adults
44	Lambert, Frankel & Tucker, 1966	10-16 years

#	Entry	Participants
45	Lambert, et al., 1960	adults
53	Markel, Eisler, & Reese, 1967	adults
60	Putnam & O'Hearn, 1955	adults
68	Tucker & Lambert, 1969	adults
73	Williams, 1970	adults
74	Williams, Whitehead & Miller, 1971	adults

APPENDIX II

Ethnicity of Participants

AMERICAN INDIAN

36	John & Berney, 1967

BLACK

1	Anderson, 1970
4	Baldwin & Garvey, 1970
5	Baldwin, McFarlane & Garvey, 1971
6	Baratz, 1969
7	Baratz & Povich, 1967
9	Blank & Frank, 1971
10	Buck, 1968
13	Cherry-Peisach, 1965
17	Duncan, 1970
19	Fasold, 1969
22	Frentz, 1971
23	Garvey & Baldwin, 1970
24	Garvey & Baldwin, 1971
25	Garvey & Dickstein, 1970
26	Garvey & McFarlane, 1970
33	Henrie, 1969
36	John & Berney, 1967
42	Labov, 1966
43	Labov, et al., 1968
46	Lane, 1967
57	Nurss & Day, 1971
59	Osser, et al., 1969

BLACK (cont'd)

60	Putnam & O'Hearn, 1955
68	Tucker & Lambert, 1969
72	Von Raffler Engel & Siegelman, 1971
73	Williams, 1970
74	Williams, et al., 1971

FRENCH CANADIAN

2	Anisfeld & Lambert, 1964
44	Lambert, et al., 1966
45	Lambert, et al., 1960

JEWISH

3	Anisfeld, et al., 1962

MEXICAN-AMERICAN

11	Carrow, 1971
29	Graves & Schneider, n.d.
36	John & Berney, 1967
74	Williams, et al., 1971

PUERTO RICAN

9	Blank & Frank, 1971
36	John & Berney, 1967
43	Labov, et al., 1968

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